**Rochester Community and Technical College**

**Institutional Assessment Plan**

**2018-2019 Third Year Overview**

***August 2018***

As of August 2018, RCTC has started the third year of its institutional assessment plan. This overview specifies all of the initiatives for 2018-2019. The goal for the third year is that all areas of the college will continuously improve student learning based upon their ongoing assessments. Assessment will be part of RCTC culture.

This overview has five sections:

- IAP third-year timeline and task updates
- Description of the new ASL Committee Structure
- Specifications for the third year of the faculty plan
- Specifications for the third year of the student affairs plan
- Specifications for the third year of the college-wide plan

If you have any questions about this overview, feel free to contact Mike Mutschelknaus at mike.mutschelknaus@rctc.edu.

## IAP third-year timeline and task updates

The timeline for the third year of the IAP is shown in Figure 1.

*Figure 1: IAP timeline for 2018-2019*

| | Faculty | Student affairs | College-wide |
|---|---|---|---|
| **July August** | • Clarify expectations related to participation<br>• Review assessment plan<br>• Distribute professional development calendar<br>• Create calendar of prompts for action to be taken in Taskstream<br>• Highlight assessment best practices | • Create a calendar of prompts for action to be taken in Taskstream<br>• Develop processes for Staff ASL subcommittee | • Analyze Global Awareness and Diversity results<br>• Share/discuss Global Awareness and Diversity results<br>• Disseminate updated IAP |
| **September October** | • Continue Closing the Loop assessments<br>• Perform assessments indicated in D/P assessment plans | • Write or revise SLOs that address Global Awareness & Diversity and develop measures<br>• Align department's/unit's SLOs to the division's mission and vision statements | • Review and revise Global Awareness and Diversity assessment measure and process<br>• Revisit and refine Personal and Professional Accountability outcome statements |
| **November December** | • Perform signature assessments in gateway courses<br>• Document assessment results in Taskstream | • Write or revise SLOs that address Personal and Professional Accountability and develop measures | • Submit student artifacts for Global Awareness and Diversity assessment via Aqua<br>• Create and communicate process(es) for Personal and Professional Accountability assessment |
| **January February** | • Implement action plans as a result of signature and other assessments | • Begin Global Awareness and Diversity Assessments<br>• Begin Personal and Professional Accountability Assessments | • Implement Personal and Professional Accountability assessment<br>• Document Global Awareness and Diversity assessment in Taskstream |
| **March April May** | • Close Closing the Loop assessments if complete<br>• Evaluate effectiveness of actions taken in response to assessments and update within Taskstream | • Assess Early Alert tool<br>• Document completed PDCA (Closing the Loop) cycles in Taskstream | • Submit student artifacts for global Awareness and Diversity assessment via Aqua<br>• Document Personal and Professional Accountability assessment in Taskstream |

Figure 2 shows the task status updates for 2018-2019, the third year of the plan

*Figure 2: Status updates for the third year of the plan*

| | Task | Semester | Status |
|---|---|---|---|
| **Faculty** | | | |
| *ASL Committee* | Clarify expectations related to participation | Fall | |
| | Review assessment plan | Fall | |
| | Distribute professional development calendar | Fall | |
| | Create calendar of prompts for action to be taken in Taskstream | Fall | |
| | Highlight assessment best practices | Fall | |
| *Individual class level* | Open Closing the Loop assessments in Taskstream | Fall | |
| | Close Closing the Loop assessments in Taskstream if complete | Fall/Spring | |
| *Shared course level* | Implement signature assessments in gateway courses | Fall | |
| | Document signature assessments in gateway courses | Fall | |
| *Discipline/program (D/P) level* | Perform assessments as specified in D/P assessment plans | Fall | |
| | Implement action plans as a result of signature assessments and other assessments | Spring | |
| **Student affairs** | | | |
| | Create a calendar of prompts for action to be taken in Taskstream | Fall | |
| | Develop processes for Staff ASL subcommittee | Fall | |
| | Write or revise SLOs for Global Awareness & Diversity and develop measures | Fall | |
| | Write or revise SLOs for Personal and Professional Accountability and develop measures | Fall | |
| | Begin Global Awareness and Diversity Assessments | Spring | |
| | Begin Personal and Professional Accountability Assessments | Spring | |
| | Assess Early Alert tool | Spring | |
| | Document completed PDCA (Closing the Loop) cycles in Taskstream | Spring | |
| **College-wide** | | | |
| | Analyze Global Awareness and Diversity results | Fall | |
| | Share/discuss Global Awareness and Diversity results | Fall | |
| | Disseminate updated IAP | Fall | |
| | Review and revise Global Awareness and Diversity assessment measure and process | Fall | |
| | Revisit and refine Personal and Professional Accountability outcome statements | Fall | |
| | Submit student artifacts for Global Awareness and Diversity assessment via Aqua | Fall | |
| | Create and communicate process(es) for Personal and Professional Accountability assessment | Fall | |
| | Implement Personal and Professional Accountability assessment | Spring | |
| | Document Global Awareness and Diversity assessment in Taskstream | | |
| | Submit student artifacts for global Awareness and Diversity assessment via Aqua | Spring | |
| | Document Personal and Professional Accountability assessment in Taskstream | Spring | |

## Description of the new ASL committee structure

As the IAP enters its third year, it has become clear that it takes a significant amount of time and involvement for a faculty or staff member to become knowledgeable of and be able to lead the various ASL initiatives. As a result we are proposing a four-year cycle for faculty and staff participation on the Committee. In year one the member is being trained and mentored by an outgoing member. In years two and three, the member is growing in their expertise and helping to lead the initiatives. In year four, the members mentor their replacements as they join the committee. Ultimately we hope that this structure will create more and more faculty and staff that are involved in and aware of ASL initiatives.

With the expansion of assessment efforts in both Academic Affairs (AA) and Student Affairs and Services (SAS), a modified version of the committee structure will be piloted in Fall 18 - Spring 19. This modification in structure is to accommodate both the shared and disparate initiatives Academic Affairs and Student Affairs and Services participate in. The ASL committee members will still meet biweekly but now the first meeting of the month will be held separately, AA meets separately from SAS; the second meeting of the month will be a collective meeting where ideas, progress and collaboration are shared between the two groups. Current ASL leadership believes that this will promote ownership and engagement among the staff while allowing the faculty to continue to move their various levels of assessment forward.

## Specifications for the third year of the faculty plan

Just like the previous two years during the third year of the IAP, faculty will contribute meaningful assessments at three different levels.

### Class level "Closing the Loop" assessment

By year three, "Closing the Loop" will be embedded as part of RCTC's faculty culture. All faculty will assess their courses using meaningful classroom assessments and share their results. Also, all faculty will participate in the PDCA cycle so that they can improve the "Closing the Loop" process. These goals are shown in Figure 3.

*Figure 3: Third year of faculty "Closing the Loop" class level assessment*

| Goals | Action steps to achieve the goal | Goal measures | Progress |
|---|---|---|---|
| Faculty remain engaged in the CTL process. | 1. Follow up and feedback about submissions<br>2. Recognition of exemplary work<br>3. Prompts for next steps and feedback built into Taskstream (Appendix V) | • 100% of UFT will engage in CtL documentation | |
| Documentation transitions from SharePoint to Taskstream. | 1. Continue Taskstream (Appendix V) training sessions | • 50% of the faculty CtL assessments will be documented in Taskstream<br>• 100% of SharePoint CtL submissions will be closed | |
| CTL assessments lead to larger program/discipline conversations | 1. Time and proper prompts to engross faculty in deep conversations about student learning | • 33% of CTL assessments will be aligned with Program/Discpline outcomes being assessed according to the area's assessment plan | |

## Shared course level assessment

By year three, course level assessment will be embedded in the campus culture. Disciplines and programs will continuously engage in the following tasks:

- Assess courses in order to improve them.
- Systematically revise their courses based on assessment data.
- Use PDCA cycles to assess curriculum changes and the course level assessment process.

These tasks are specified in Figure 4.

*Figure 4: Third year of shared course level assessment*

| Goals | Action steps to achieve the goal | Goal measures | Progress |
|---|---|---|---|
| D/Ps continue to perform course level assessment. | 1. Assist the remaining gateway course faculty with the development of their assessment.<br>2. Provide feedback to program/disciplines concerning their signature assessments via Taskstream | 100% of gateway courses will participate in signature assessments. | |
| Curriculum changes reflect improvements. | Evaluate learning across the discipline/program using signature assessments as one key component | • 20% of disciplines/programs with gateway courses will submit curriculum changes as result of the assessments.<br>• 50% of the D/Ps with signature assessments will reference the results in D/P level discussions. | |

## Discipline/Program level assessment

During the third year, faculty will fully integrate the new assessment computer software into their D/P level assessment plan, use D/P outcomes to evaluate course effectiveness, and use PDCA cycles as an established part of the work flow. These steps are shown in Figure 5.

*Figure 5: Third year of discipline/program level of assessment*

| Goals | Action steps to achieve the goal | Goal measures |
|---|---|---|
| Integrate computer assessment software into D/P assessment processes. | 1. Continue to train faculty.<br>2. Use software tools to streamline D/P assessment processes. | All D/Ps will have implemented Taskstream assessment software by May 2019. |
| Use D/P outcomes to evaluate D/P effectiveness. | 1. Each faculty member identifies a course objective that ties into a D/P level objective.<br>**2.** Each faculty member assesses that course objective and shares assessment results with the D/P. | 75% of faculty will have documented an assessment that aligns to D/P outcomes |
| Implement PDCA of D/P outcomes to evaluate D/P effectiveness. | Share assessment results, discuss possible D/P improvements. | 75% of D/Ps have reviewed assessment results and submitted an action plan by May 2019. |
| Continue PDCA of D/P assessment. | Discuss D/P level assessment plans and implement improvements. | 100% of D/Ps have reviewed/revised D/P assessment level plans by May 2019. |

## Faculty development plan

**Training:** ASL committee members will continue to meet the different faculty where they are at in their personal understanding of the intent, process, and documentation of assessment. The two components that will receive emphasis are discussion of assessment results to drive discipline/program change and the real-time documentation of the assessment process in Taskstream. Our past processes allowed for documentation after the fact. Taskstream is built on the principles of planning then doing and documenting.

**Money:** In the third year of the plan, significant financial commitment continues to support the ASL initiatives. FIDG awards will once again be used to support faculty working towards key initiatives. Stipends are again being paid to the four faculty liaisons. Membership in the HLC Academy continues along with team attendance at a roundtable event to further develop the IAP. While reduced release time is being provided to the Assessment of Student Learning faculty leader, additional support is coming from more involved Student Affairs and Services members and the documenting/reporting capabilities of the Taskstream software.

**Resources:** In the third year of the plan, the capabilities of Taskstream software will be further utilized. For example, automatic emails will be sent to those that need to take actions on their software at certain points in time. This reinforces the planning component of assessment.  In addition, reviewers will be assigned to provide feedback on assessments at each level. Discussion with faculty indicates that

they would appreciate feedback on their CtL submissions from colleagues from similar academic fields. The same is true for signature assessments. However, program/disciple reviews will likely be more meaningful if they come from the ASL Committee or academic deans. The mechanisms for providing this review will be built into Taskstream over the academic year.

# Specifications for the third year of the Student Affairs Plan

In 2018, departments will take each student learning outcome and complete the Plan-Do-Check-Act cycle with improvements or revision to the SLO based on findings from the assessment. Student Affairs will accomplish the following goals.

- Align departments/units to the division's mission and vision statements.  Student Affairs departments will then have aligned Student Learning Outcomes (SLOs) to Essential Learning Outcomes (ELOs) to Master Academic Plan (MAPs) to the college's Strategic Plan.
- Global Awareness/Diversity assessment incorporated into Student Affairs student learning outcomes.
- Develop PDCA loops.
- Assessment of Student Learning begins a new meeting model.  Once a month Student Affairs & Services and Faculty teams meet separately, and then once a month they meet jointly.  The new Student Affairs Liaisons and Jenny Pettinger from the Learning Center will comprise the Student Affairs & Services group.
- The Early Alert Intervention tool will be assessed to review effectiveness of changes that were implemented.  The assessment plan was developed in consultation with Assessment for Student Learning leadership.  After this initial year, assessment will become part of the annual plan, results documented and shared at ASL meetings.
- Student Affairs will transition from Closing the Loop (CTL) tool on Sharepoint to Taskstream in 2018.  Student Life will expand assessment of co-curricular activities in 2018-19 to incorporate Global Awareness/Diversity scoring with training from the Dean of Student Success and leadership from Assessment of Student Learning (ASL).
- The RCTC Student Emergency Fund will commit to a continuous improvement plan utilizing Student Learning Outcomes and program assessment in consultation with Assessment of Student Learning (ASL) leadership. The goal is to conduct survey assessments of students seeking assistance and reviewing best practices annually.

## Student Affairs Student Learning Outcomes

Assessment of each outcome will occur on either a semester or annual basis depending upon the need. Figure 6 provides the complete list of Student Affairs student learning outcomes.

*Figure 6: Student Affairs student learning outcomes*

## Student Affairs and Services – Student Learning Outcomes

### 2018 - 2019

| Department/ Area of Focus | Student Learning Outcome (SLO) | Essential Learning Outcome (ELO) |
|---|---|---|
| Academic Advising | After a "Next Steps" planning session, students will be able to determine which courses to register for the next term, identify program requirements, and recognize the developmental sequence for their specific program. | Personal & Professional Accountability (PPA) |
| Admissions & Records | Students who attend an Orientation & Registration session will understand the difference between adding, dropping and withdrawing from courses and the implication of each action upon registering for classes. | Personal & Professional Accountability (PPA) |
| Athletics | Student athletes will be able to identify at least three (3) basic requirements for maintaining athletic eligibility. | Personal & Professional Accountability (PPA) |
| | Through participation in the E-PASS program, student athletes will be able to identify three (3) campus resources and identify their locations. | Personal & Professional Accountability (PPA) |
| Counseling | Students who participate in one or more of the sessions of the *Semester of Self Care: Year of Wellness* programming will be able to identify two methods and/or resources for self-care. *Collaboration with Health Services & Student Life* | Personal & Professional Accountability (PPA) |
| Disability Support Services | As a result of contacting Disability Support Services (DSS), students will recognize what documentation is required for them to receive accommodations and services through DSS and students will provide at least one piece of qualifying documentation to DSS. | Personal & Professional Accountability (PPA) |
| Financial Aid | After meeting with a Financial Aid representative, loan borrowers will be able to identify two websites, e.g., studentloans.gov and NSLDS, to track their student loans. | Personal & Professional Accountability (PPA) |

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|---|---|---|
|  | After one semester of work study employment, students will develop a sense of belonging to the campus community and persist to next semester. | Personal & Professional Accountability (PPA) |
|  | Eighty-five (85) percent or more of loan borrowers who entered repayment in 2016 will successfully avoid default based in part by supplemental communications and information received from the RCTC Financial Aid office. | Personal & Professional Accountability (PPA) |
|  | Through a variety of forms of communication with the Financial Aid office, prospective students and their families will understand that financial aid provides "access" and "choices" to students who need assistance to attend RCTC. | Global Awareness & Diversity (GAD) |
|  | Eighty-five (85) percent or more of loan borrowers who entered repayment in 2016 will successfully avoid default based in party by supplemental communications and information received from the RCTC Financial Aid Office. | Personal & Professional Accountability (PPA) |
| Health Services | After attending or participating in a Student Health Services sponsored activity, a student will be able to identify a health or wellness behavior he/she is able to incorporate into his/her life. | Personal & Professional Accountability (PPA) |
|  | Students who participate in one or more of the sessions of the *Semester of Self Care: Year of Wellness* programming will be able to identify two methods and/or resources for self-care.<br><br>*Collaboration with Health Services & Student Life* | Personal & Professional Accountability (PPA) |
| International Student Services | New International students (F-1 Visa status) attending the International student orientation at the start of the term will know and be able to identify three basic requirements to maintain their "in-status". | Personal & Professional Accountability (PPA) |
|  | New and returning F-1 students attending International student orientation at the start of the term can identify two campus resources available to them. | Personal & Professional Accountability (PPA) |
| Learning Center | Students who engage with the Learning Center Resources will improve academic success in the Sciences. | Intellectual & Practical Skills |
| Mental Health | Students who participate in one or more of the sessions of the *Semester of Self Care: Year of Wellness* programming will be able to identify two methods and/or resources for self-care. | Personal & Professional Accountability (PPA) |

| | *Collaboration with Counseling, Health Services and Student Life* | |
|---|---|---|
| Office of Equity & Inclusion | Students who participate in Student Leaders Creating Change (SLCC) will demonstrate their understanding of the varying factors that impact campus climate and apply that knowledge by selecting and implementing one project that promotes inclusivity at RCTC. | Global Awareness & Diversity (GAD) |
| | Students who participate in diversity programming (film) will demonstrate an understanding of social issues by identifying and naming at least one social issue presented in the film.<br><br>*Collaboration with Student Life* | Global Awareness & Diversity (GAD) |
| | Students who participate in diversity programming (lecture/workshop) will be able to provide an example of one new thing they learned from the speaker.<br><br>*Collaboration with Student Life* | Global Awareness & Diversity (GAD) |
| | After participating in the Fashion Show event, students will be able to distinguish and describe at least one cultural reason for the variation in dress.<br><br>*Collaboration with Student Life* | Global Awareness and Diversity (GAD) |
| | Students who participate in the Become Initiative Group (BIG Hive) will develop a personal leadership goal and define a personal vision for their lives. | Personal & Professional Accountability (PPA) |
| | Students who participate in the Become Initiative Group (BIG Hive) will develop varied perspectives by participating in an event exposing them to unfamiliar cultures and report how it expands their world view. | Global Awareness & Diversity (GAD) |
| Office of Student Rights and Responsibilities | Students who participate in services and programs provided by the Office of Student Rights and Responsibilities will be able to recognize behavioral standards and expectations detailed in the Student Code of Conduct and Academic Integrity Policy. | Personal & Professional Accountability (PPA) |

| | Students who participate in services and programs provided by the Office of Student Rights and Responsibilities will be able to describe the impact of their individual actions or behaviors on themselves and the college community. | Personal & Professional Accountability (PPA) |
|---|---|---|
| Student Life (co-curricular) | As a result of actively participating in a co-curricular club, students will relate their classroom knowledge and experience to out of class settings. | Personal & Professional Accountability (PPA)<br><br>Communication<br><br>Critical Thinking |
| Student Life | Students who participate in one or more of the sessions of the *Semester of Self Care: Year of Wellness* programming will be able to identify two methods and/or resources for self-care.<br><br>*Collaboration with Health Services & Student Life* | Personal & Professional Accountability (PPA) |
| | Students who participate in diversity programming (film) will demonstrate an understanding of social issues by identifying and naming at least one social issue presented in the film.<br><br>*Collaboration with Office of Equity & Inclusion* | Global Awareness & Diversity (GAD) |
| | Students who participate in diversity programming (lecture/workshop) will be able to provide an example of one new thing they learned from the speaker.<br><br>*Collaboration with Office of Equity & Inclusion* | Global Awareness & Diversity (GAD) |
| | After participating in the Fashion Show event, students will be able to distinguish and describe at least one cultural reason for the variation in dress.<br><br>*Collaboration with Office of Equity & Inclusion* | Global Awareness and Diversity (GAD) |
| TRIO /Student Support Services (SSS) | As a result of the TRIO Director's classroom visit, students will self-identify as TRIO eligible, submit an application, and follow through with attending an intake interview with s staff member. | Personal & Professional Accountability (PPA) |

| | | |
|---|---|---|
| Veteran Services | New students attending the Veteran's orientation at the start of the term will know and be able to identify which VA benefits Chapter they are using. | Personal & Professional Accountability (PPA) |
| | Veteran family members attending college attending the Veteran's orientation at the start of the term will know and can express awareness of other offices on campus that will impact their financial support by reviewing the handouts presented in the orientation folder. | Personal & Professional Accountability (PPA) |
| | Returning students attending the Veteran's orientation at the start of the term will know their responsibility for reporting their registration and changes to the School Certifying Official (SCO) and be able to recognize each instance they should notify the SCO for enrollment modifications and how to notify the SCO. | Personal & Professional Accountability (PPA) |
| | All students attending the Veteran's orientation at the start of the term will be able to identify at least two resources available to them as a result of hearing the presentation. | Personal & Professional Accountability (PPA) |

## Essential Learning Outcomes

Student Affairs offered training for department leads on assessment, writing student learning outcomes and measuring student learning outcomes in 2016-17. Department leads were introduced to the concept of Essential Learning Outcomes. Department leads will be asked to incorporate essential learning outcomes into their student learning outcomes in 2018-19. New department leads will receive similar training as they are on-boarded.

## Student Affairs Assessment Structure and Processes

New student affairs liaisons have been identified for 2018-19 as follows:

- Paula Carlsen, Academic Advisor, serves as co-chair on the Institutional Quality Council (IQC) and member of Assessment of Student Learning (ASL)
- Chao Mwatela, Multicultural Advisor, and member of Assessment of Student Learning (ASL)
- Lisa Mohr, Dean of Student Success, serves as permanent member of ASL and attends IQC
- Rebecca Peine, Director of Student Rights and Responsibilities

This new group of liaisons will meet regularly, as part of the Student Affairs & Services group under Assessment for Student Learning. They will be joined by Jenny Pettinger, Learning Center, in FY19. Each liaison member will be assigned responsibility for specific areas in Student Affairs to provide assistance and support with the completion of assessment materials. This group will select areas in Student Affairs to be featured at Assessment of Student Learning (ASL) meetings to showcase what they are working on

for the group.  Further, the group will discuss items that need to be addressed in Student Affairs, determine future trainings, provide guidance and assistance to department leads, and review progress and provide updates to the Assessment of Student Learning (ASL) group.

## Student Affairs Closing the Loop Documentation

Student Affairs department leads will complete Taskstream training in June 2018 and transition over to this new tool going forward.

## Student Affairs Training

Additional training is being offered to department leads on the following areas:

1. Taskstream tool (June 2018)
2. PDCA assessment with Student Learning Outcomes (2018)
3. Essential Learning Outcomes (Appendix H) incorporated into SLOs (2018)
4. Global Awareness/Diversity Outcomes incorporated into SLOs (2018)

Continuous improvement will be encouraged within Student Affairs.  Student Learning Outcomes will continue to be developed to the level where rubrics are used following Bloom's Taxonomy, along with program level assessment being conducted.  Additional trainings will be under the oversight of the Student Affairs Liaisons.

# Specifications for the third year of the college-wide plan

. In alignment with the college-wide diversity plan, the Global Awareness/Diversity core outcome is being assessed during the 2017-2018 and 2018-2019 academic years. The shared assessment of the Personal and Professional Accountability will take place in 2018-2019 as well. Figure 7 shows the third year of the college-wide assessment plan.

*Figure 7: Third year of college-wide assessment plan*

| Plan | Action steps to achieve the goal | Goal measures |
|---|---|---|
| Align learning outcomes to the Essential Learning Outcome framework | ELO and Taskstream training | • 50% outcomes entered into Taskstream will be aligned upward to the ELOs or CLOs |
| Disseminate Global Awareness and Diversity Results and track improvements that result | • Communication of results in multiple forums <br> • Reporting of associated changes in Taskstream | • Refinements will be made to Global Awareness and Diversity rubric and process <br> • Documentation of improvements will be recorded in Taskstream |
| Assess Global Awareness/Diversity throughout RCTC | Academic areas <br> • Implement revised shared assessment for Goal 7 and Goal 8 courses <br> Student Affairs and Services <br> • Systematically assess aligned SLOs | • Increase Goal 7 and Goal 8 faculty submissions in the Global Awareness and Diversity assessment <br> • 5 documented Global Awareness and Diversity assessments will be done in Student Affairs and Services |
| Assess Personal and Professional Accountability throughout RCTC | • Review existing outcome statements <br> Academic Areas <br> • Develop shared process <br> Student Affairs and Services | • 50% of faculty teaching aligned courses will participate <br> • 5 documented Personal and Professional Accountability assessments in Student Affairs and Services |

| | • Systematically assess aligned SLOs | |
|---|---|---|
| | | |

## Conclusion

By the end of the third year of the college-wide plan, assessment of student learning will be an established part of RCTC culture. The IAP will be redesigned to be a concise document that clearly outlines the plan for the academic year. Assessment results will be formally shared via Taskstream, professional development, and other forms of communication deemed appropriate. In addition, faculty and staff will be well-trained on how to use Taskstream. Finally, we will continue to use PDCA cycles to assess college-wide student learning.